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ABSTRACT

To provide for the needs of student groups such as high school and college dropouts, adults wanting further education, students needing remedial education, and high school students taking college classes, communication between community colleges and high schools is essential. It is recommended that a team relationship be developed between high schools and community colleges to prevent duplication of programs and provide effective service to the community; counseling is at the heart of the process. Several programs which demonstrate such cooperation are reviewed, including concurrent enrollment programs, newsletters sent to high school counselors, subject area conferences, high school advisory committees, and joint workshops of high school and college counselors and admissions staff. Washington and California have encouraged communication by creating state councils and holding statewide conferences on articulation. Regional planning is also possible; the efforts of the Los Angeles Community College District Area Articulation Committee and regional accrediting agencies are cited as examples. (LP)

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FROM HIGH SCHOOL TO COMMUNITY COLLEGE— A VITAL LINK IN THE ARTICULATION PROCESS

From a community college perspective, articulation is usually viewed only as an upward movement to senior college. The importance of communication with high schools is often slighted or completely overlooked. Partially because of student motivation to transfer to the next highest educational level, community colleges are prone to concentrate on the process of sending students to senior colleges and neglect their responsibilities as receiving institutions. As the intermediate unit in the transfer process, the community college must remain alert to the importance of maintaining close ties down the educational ladder as well as up it. The community college should expect no better treatment from universities than it is willing to extend to high schools.

Administrative reorganization of the two-year college is a complicating factor. Common administrative ties characteristic of the K-14 district, which in the past bound a high school and a junior college in a district, have now practically disappeared. Independent of the other, each is apt to pursue its own role. At the same time, however, high schools continue to exert great influence on development of the community college curriculum. Such influence is probably stronger than that of senior colleges and universities. For that reason alone, if not for the benefit of students, both secondary schools and two-year colleges share equally in the responsibility of building and maintaining a team relationship.

Difficulties of downward articulation are increased in states where two-year colleges have an open-door policy. Under this philosophy increasing numbers of high school dropouts and university drop-downs are allowed to seek second opportunities. Special programs for the disadvantaged and handicapped are further complicating factors, as these two groups of students are particularly vulnerable to breakdowns in articulation. The "open door" can become a "revolving door" for the disadvantaged.

Adult education presents additional communication difficulties. Programs for adults in many states may be maintained either by high school districts, by community college districts, or by both, thereby increasing competition and diminishing communication.

Communication between community colleges and high schools becomes especially critical in overlapping programs where high school enrollees are also part-time community college students. Passage of the Veysey Bill in California has enabled up to 15 per cent of the state's eleventh and twelfth grade students to attend community college classes. Success reported in these arrangements (2) has been largely due to cooperative efforts, particularly between high school and college counseling divisions.

Counseling is the heart of the process. Counseling offices are critically linked in a successful articulation relationship. Several techniques to coordinate counseling programs have recently been reported. High school counselors at Miami-Dade Junior College in Florida are hired part time by the college to identify high school students and adults who might benefit from work taken at the college. Certain high school counselors are given intensive in-service training and placed in a number of Dade County public high schools for evening and weekend service. Junior college students are trained as counseling aides and are employed to assist regular counselors at high schools from which they were graduated. The program continues to be most successful in student services and has provided a communication link between high school and junior college counseling staffs (5).

While only meagre information is available on programs and activities—both formal and informal—to improve articulation downward from the community college, scattered reports have been received from several states.

CALIFORNIA An important method of building downward articulation is practiced at Pasadena City College, where certified credentialed high school counselors are hired for evening employment at the college when registration activity is heaviest. They are highly motivated to become quickly familiar with college admissions and counseling policies and procedures so as to be an authoritative source of information at their local high schools (1).

A similar program is maintained at City College of San

NOTICE TO OUR READERS

This issue is the last to be published by the American Association of Junior Colleges. Beginning in September, the ERIC *Junior College Research Review* will be carried in *Change* magazine (please turn to page 4 for details).

We at the Clearinghouse appreciate AAJC's involvement with the *Review* over the past five years. And, although this joint publication arrangement is terminating, the Clearinghouse and the Association will continue working together in other ways to provide information to people interested in community and junior colleges.

Our thanks to Roger Yarrington and his staff for their cooperation during these years of the *Review*. It's been a pleasure!

Francisco. Operating under a specially funded summer project since 1967, high school students and teacher-counselors are brought to the college. Students are enrolled in regular college courses and helped to select realistic occupational objectives. Teacher-counselors participate in special workshops designed to improve techniques of vocational guidance and to orient them to city college semi-professional and trade programs (4).

Six other approaches to improving downward articulation at Pasadena City College are outlined by Lewis:

1. High School Concurrent Enrollments

Advanced academic or vocational students from the high schools, juniors and seniors, may enroll concurrently at the College for one or two classes. This has been an excellent means of articulation for course content and also for improving communication between the high schools and the College.

2. Newsletter

Four times a year a newsletter giving admissions and instruction information is circulated to all the district high schools. Some schools ask for sufficient copies to place one in each homeroom or guidance room. This has proved to be an excellent means of communication.

3. Subject Area Conferences

A productive articulation device for the junior high school, senior high school, and junior college is the Subject Area Conference. At Pasadena City College, departments have sponsored conferences in their subject areas, inviting teachers from neighboring junior and senior high schools to confer with the College faculty.

4. High School Advisory Committee

A high school advisory committee meets twice a year with the College Administrative Dean for Student Personnel Services. The Committee, consisting of the Assistant Principal for Guidance or the Guidance Coordinator from each of nine public and four private high schools in the Pasadena Area Junior College District, considers all matters related to improved admissions and counseling procedures.

5. Visits to High Schools

Each Pasadena City College counselor has specific high schools to which he is responsible for regular visits to improve the flow of information. All counselors go out on specified days or evenings at the invitation of the high schools. Upon invitation, counselors, plus a significant number of department chairmen and faculty, provide a total "PCC Night" at a high school with a presentation of the curriculum available at the College.

6. Area Superintendent Conference

The College president regularly schedules meetings of the six unified school district superintendents. Matters of common interest are discussed, including instructional programs, use of the planetarium or computer science facilities, the calendar, and related matters (1).

Specific opportunities for communication between high school and community college representatives are provided by the California Articulation Conference. This organization (described more fully in another section of the chapter) meets each May to review relationships among all segments of higher education and secondary schools. High school and community college delegates meet twice during the two-day conference to hear progress reports and to work out solutions to complaints. While most of the conference work is done by subject matter and service area liaison committees, communication at the intersegmental meetings is direct and pertinent.

COLORADO Articulation activity between community colleges and high schools is coordinaed by the Colorado Council on High School-College Relations. The Council is composed of members from secondary schools, community colleges, senior colleges, and universities. A counselor handbook is published annually by the Council.

FLORIDA Most community colleges work closely with the high schools in their own district. Seniors are encouraged to visit community college campuses; and arrangements are made in several community colleges for seniors to begin their college work while still in high school. Counselors are employed for summer work in the community colleges; and occupational information is made available to students in the middle schools and both junior high and senior high schools.°

NEW YORK Full Opportunity Programs operated by community colleges guarantee to every recent high school graduate and to every veteran released during the preceding year (who is a resident of the sponsorship area) admission to a full-time program geared to the individual's interest and achievement level. Part of the Full Opportunity Program requires that individual colleges submit plans that show articulation efforts with high schools. Some colleges have developed agreements with cooperating high schools allowing students to attend both college and high school and to receive college credit before completing high school.

Under a unique program of "urban centers and cooperative community college centers" developed in New York, students satisfactorily completing urban center-college adapter programs move directly into regular associate-degree programs at the supervising college.†

WASHINGTON In the state of Washington, community colleges submit reports at regular intervals to the State Board for Community Colleges on high school relations activities.

The reports describe a wide range of activities and programs designed to establish communication and improve relations with surrounding high schools. Several of the more innovative ideas reflect an apparent statewide recognition that a successful program of high school articulation is the life-blood of the community college:

1. Yakima Valley College has an agreement with some local schools for off-campus employment of college students.
2. Shoreline Community College conducts Oceanography and Marine Biology Institutes for elementary and junior high school teachers.
3. A team of Wenatchee Valley College representatives travels to high schools to meet with incoming students and their parents.
4. Bellevue Community College provides direct services to high school students with learning problems who would benefit from assistance from the college's Development Learning Center.
5. Spokane Community College's "three-six program" provides opportunities for students from four large high schools to take five occupational classes between 3:00 and 6:00 p.m. at the college.

Occupational education offers special opportunities for strengthening community college-high school relations. Career programs (the currently favored term) commonly offered by local schools and nearby community colleges alike can become natural communication links.

° Correspondence with: James L. Wattenbarger, Director, Institute of Higher Education, University of Florida.

† Correspondence with: S. V. Martorana, Vice-Chancellor and Executive Dean of Two-Year Colleges, State University of New York.

An action program under way in the Los Angeles Community College District gives emphasis to improving articulation in career courses offered by the 73 high schools and the eight community colleges of the district. Development of a model system for articulating college, secondary, and community resources concerned with occupational education is the primary goal. As one of the major outcomes, the Area Articulation Committee hopes to provide students with opportunities to continue career programs on a sequential learning basis at the community colleges without time loss or course repetition. Success of the plan will depend largely on how well communication is established and maintained among the representatives of high schools, community and four-year colleges, government agencies, and community resource groups (3).

Universities maintaining offices of school services or school relations help in various ways to improve high school-community college articulation. The bulletins they issue serve as clearinghouses for high school-community college conferences, often sponsored and held on the university campus. These publications carry relevant articles on articulation. A few examples are:

California Notes, a monthly newsletter to Schools and Colleges from the Office of Relations with Schools, University of California.

Newsletter, published monthly by the Office of Community College Affairs, University of Iowa.

Letter to Schools, published bi-monthly by the University of Michigan Bureau of School Services.

Higher Education in North Carolina, a newsletter from the Board of Higher Education.

Hi U, a monthly newsletter for high school counselors, teachers, and administrators, published by the Offices of High School Relations, University of Wisconsin.

Responsibility for improving the articulation process also rests with the high school. Publication and distribution of a college handbook is a technique frequently used to encourage student planning. It is one of the best methods for maintaining communication with surrounding community colleges. "Thinking About College: Some Basic Considerations for Student and Parent" is a publication developed by the Mt. Diablo Unified School District, California. It includes an introduction to area community colleges and their offerings. Handbooks of this type are rich sources of current information for school counselors who play a key role in influencing student vocational choices.‡

Regional accrediting agencies, too, have a stake in community college articulation with high schools. In its "Self-Study Outline for Two-Year Institutions," the New England Association of Colleges and Secondary Schools, Inc. requires answers to the questions:

In what ways, if any, does your institution cooperate with other institutions or groups of institutions in educational offerings?

In other areas?

Are arrangements of this type contemplated in the future?

Both the Southern and Middle States Associations maintain standing committees on school/college relations.

Secondary school administrators are required by the Accrediting Commission for Secondary Schools of the Western Association to attach to accreditation applications descriptions of the provisions for continuity of student progress through articulation with feeder schools and with schools receiving their graduates. The Community College Commission expresses its concern with and bases questions on the following assumptions, which are called basic elements of community college-high school articulation:

1. High school students and even elementary pupils are familiar with the educational opportunities and community services of the community college.
2. The high school and community college faculties are in close communication, and are working together in curriculum and instruction to meet student needs.
3. The high school and community college student personnel staffs have a close working association to make the transfer of students "easy and comfortable."
4. The community college and the high schools work cooperatively to provide assistance for disadvantaged or minority race students and programs for educationally alienated people of all ages.
5. The community college has information about the economic, educational, and social characteristics of the area in order to understand the nature of the people it serves.

Accrediting agencies, in varying degrees, exert a powerful influence on improving articulation. Since recognition through full membership in a regional agency is invariably a cherished institutional goal, the agency holds the whip hand. The self-studies required periodically are strong incentives promoting comprehensive self-evaluations and total institutional involvement. Those institutions following to the letter the recommendations of their regional accrediting agency will ameliorate intra-institutional communication and advance the effectiveness of the articulation process.

Articulation in education is definitely a team process—a series of complex and interlocking formal relationships between schools. As described throughout this paper, articulation is also an attitude. Differences in institutional philosophy are not always identifiable, while individual prejudices are often hard to overcome and invariably indicate a lack of communication. Willingness to compromise extreme positions and to tolerate the views of others is essential if transfer relationships between high schools and community colleges are to succeed.

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‡ One of the most complete handbooks for students, parents, and counselors is issued by the Oregon-Washington Commission on *Mapping Your Education* through Abbott, Kerns and Bell Company of Portland.

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES

ARTHUR M. COHEN, *Principal Investigator and Director*

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Hazel Horn, Editor

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